



Language Production Of Children Aged 6 Years Old: A Psycholinguistics Study

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Abstrak. This study is about the language production ability of children aged 6 years old. This is a psycholinguistics study which aims to investigate the language production of the children aged 6 years old. This study was conducted at the Institute of Play International School Makassar. The method used in this research is qualitative descriptive method and psycholinguistics approach. This research investigated four children intensively by analyzing the utterances produced by the children based on syntactic and phonological analysis. The results of the study show that children have language ability on par with adolescents in general in producing sentence and utterances, and sometimes have difficulty in understanding the meaning of sentences spoken by other interlocutors. Overall, language ability of the children developed normally. They able to use their language to communicate with people around them and therefore, they didn't have difficulty to use conversational skills in communication.

PENDAHULUAN

Language is actually used by all ages, especially among children. Children's language skills are acquired with age. Mastery of children's language is obtained through natural processes. In producing language, children need a socialization process to practice the language they get through their surroundings. In the environment, children practice using language rules in accordance with the context of communication. The process by which children acquire fluency in their native language is known as language acquisition. The most common areas of language deficit were language receptive and oral-motor abilities (Korpilahti et al., 2012, p. 56).

Unique characteristics that are found in children are the mastery of their language. Children have the same language learning style, whether it is language acquisition in the form of English or other mother tongue or the second language they are learning. Imitating the language of parents, caregivers, or people around them is a method for children to acquire language. Many of the normal children manage to acquire and produce language without having to enter formal schooling. Language ability is a complex and unique human quality but yet children seem to acquire language at a very rapid rate with most children's speech being relatively grammatical by age three, Children's language ability develops from one child to the next and is a very complex affair (Ochs et al., 2019).

The main aim of this research is to investigate the language production ability



of children aged 6 years. In Indonesia, there are not many studies on children's language ability. Students in studying the study of children's language use a lot of research journals from countries with western language speakers, especially English. There are not many studies based in Indonesia, where Indonesia is a country with the most cultures in the world which is one of the factors that influence the ability of children's production.

This study explained about sentence production. Sentence production begins with captures a message from which speech will be produced, and then uses the sentence processing mechanism in the language production subsystem. Within this view, sentence repetition would involve the activation of the conceptual representations of the comprehended sentence and the individual lexical items of the heard sentence. The formulation of a message - a cognitive component of the event to be expressed linguistically - is the first step in creating a sentence (Myachykov et al., 2011).

This study is useful for adding knowledge to the readers, especially students who major in language and literature, also this research can be a reference in the linguistics study especially in psycholinguistics for English department. This research is certainly expected to increase knowledge and insight regarding the study of language production, both Indonesian and regional language. Furthermore, this research will very useful for parents who want their children to be good in produce the language. This research is also hoped to be able to contributed to further researchers in further examining the theory of children's language production.

RELATED LITERATURE

Language Production

Speaking is a form of activity, it like most action, shaped by a variety of motives. The study of language production in current psycholinguistics focuses on how various sorts of motives impact how individuals communicate or, more broadly, how they express information via language. The reasons for speaking clearly and fluently might range from the necessity to convey certain bits of information to the desire to impress listeners with one's knowledge or eloquence, and everything in between (Pickering & Garrod, 2013).

According to de Bot (2000), language production is made up of multiple interconnected processes that turn a nonlinguistic message into a linguistic signal that can be spoken, signed, or written. Despite the fact that the next procedures are roughly in this order, there is a lot of interaction and communication between them.

Language Acquisition

Language acquisition is defined by Krashen (2006) as "the outcome of a subconscious process," which is quite similar to the process toddlers go through while learning their first language. To put it another way, language acquisition refers to the



process through which youngsters learn to speak or acquire their first language. Language acquisition is typically not conscious of the fact that he is learning a language; rather, he is conscious of the fact that he is utilizing language for communication. The findings of language acquisition competency are also acquired on the threshold of consciousness (Schultz, 2006). The majority of language acquisition occurs in the language target's community setting, which naturally and informally relates to the communication needs. Language acquisition can be divided into first language acquisition and second language acquisition, as opposed to formal and artificial learning, as well as referring to the demands of learning (Schultz, 2006).

Language acquisition can be in the form of first and second language acquisition. The first language acquisition is forms through the formation of habits, where children copy the sounds and patterns, they perceive in their environment. Adults serve as models for the youngster. They try to communicate in a mature manner. In order to receive this reward, the kid must repeatedly repeat the sounds and patterns until they become habitual. The child's linguistic conduct is conditioned in this way until the habits match the adult model (Littlewood 1984). Second language acquisition, on the other hand, is the process of learning a language after mastering a first language or the process of improving one's skills in a second or foreign language after mastering a first language. Unlike the first language, the second language is usually learned purposefully through language acquisition. The second technique to build competence in a second language (Chomsky, 2012)

RESEARCH DESIGN

This research used a qualitative method to analyze language production ability of children aged 6 years. The techniques for this research tackle a genuine issue by gathering, grouping, investigating, and interpreting data. This research describes the situation of verbal language of children aged 6 years. The process of research is finding data, selecting, analyzing data, and presenting the result of analysis.

The subject of this study is children aged six which are the students of Metro School of grade. The population of this study is students in the 2022 academic year conducted at IOP International School Makassar consisting 6 classes. There are about 26 students, 10 males and 16 females as the population. Knowing that the population is huge in number, therefore, for this research, the writer took only one class that is Grade 1 because this class is consisting children aged 6, it means there are 4 students consisting of 3 male and 1 female.

This research was conducted in IOP International School Makassar at Villa Pantai Biru, Tanjung Bayang Makassar city. IOP International School Makassar is a primary school that uses English as the daily language in school area. This research was conducted through systematic observations and interviews. A process is needed for that and observing this process is the task of the researchers. The stage of acquiring children's language is related to the psychological and non-psychological conditions

around the child. In the observation process, the researchers applied the listening system that is spoken by the child. The interview and the observation were recorded by the researchers. The researchers involved in the listening process and participate in the children's conversation process so that the child felt safe to encourage his ability to interact and speak comfortably.

Interview is the process of obtaining for researchers by asking and answering face to face between the interviewer and the interviewee (respondents) with a tool called an interview guide. Interviews was conducted to determine their level of language ability. Observation techniques are used to find out the students' speech patterns during the learning process. Data collection through observation was carried out by the researchers assisted by the class teacher. The researchers recorded the processes of the conversation between the children and the teacher or with friends in the environment. Such as how they open the conversation, the theme discussed, are there new words that are spoken every day to add to the children's vocabulary and the systematic truth of the language as well as the structure that is spoken whether it is in accordance with grammar or is in accordance with the syntactic pattern.

The data analysis stage in this study consisted of three stages, including: first, reduction. Reduction was done in four ways, namely: a) transcribing speech data into written form, b) data that has been transcribed and then identified, c) carrying out the classification process, d) interpreting previously classified data. Second, the presentation stage. At this presentation stage, classified data is presented in the form of tables and descriptions. Third, the conclusion stage. In this third stage, a re-verification process is carried out on the initial data that has been collected (Miles, Huberman, and Saldana 2014).

FINDINGS

The findings contained the extracts from the conversations transcribed that related to the research questions. The data were obtained from the daily conversation and interview in the class. This paper shows the results of the interview as seen in the following extracts of analysis:

Extract 1:

Researcher: *what do you usually say when you want to leave to school to your parents?*

Fayyaza: ***uhmm. When I say bye to my parents? Bye bye! Just like that***

Researcher: *that's all?*

Fayyaza: ***ya, when they also preferred to say bye***

In the extract above, the researcher was asking Fayyaza. The first phrase that she expressed was "***uhmm***". The phrase "***uhmm***" is commonly used as a conversation starter, a place holder in a conversation, or to "buy time" and collect ones

thought to continue the answer. This case is commonly used by all ages. The sentence "**when I say bye to my parents**" is totally correct by syntactic analysis. This sentence is a kind of a simple sentence that has S and V in it. The "**when**" is conjunction to make the sentence clear that the researcher asked. The "**I**" is subject followed by the verb "**say**". Next sentence is "**ya, when they also preferred to say bye**". When she was asked, "**that's all?**", she answered it with "**ya**" instead of "yes". The "Ya" phrase is a popular substitute for yes, and it means the same thing. The biggest difference is that "ya" is considered very relaxed, while yes is suitable for more formal situations. This phrase is used by all ages. The use of "**when** (Subordinating Conjunctions)" was missing because, it makes the sentence become dependent clause that cannot stand as a sentence. There is something missing there, in which she has to add independent clause to make this statement has something to lean on. The "**bye**" phrase is pronounced well. She sounds the "**bye**" truly like / baɪ / which is correct according to the International Phonetic Alphabet. She is also good in saying the /r/ sound that consist in "parents / 'pæər ənt/" and "preferred / pri:fɜrd /word.

Extract 2:

Researcher: what would you say if your friend got 1st position in your class? 1st rank

Fayyaza: ouh I say nothing

Researcher: you say nothing?

*Fayyaza: I said sorry **I am late***

Based on the extract above, the subject expressed the "**ouh**" phrase. It means that she realized something. The sentence of "**I say nothing**" is totally correct according through the syntax pattern. This sentence is a kind of an independent clause or simple sentence that consisted of Subject (S) and verb (V). "**I**" is the subject, followed by "say" as the verb and the last is nothing which is complement of the sentences. There was a misunderstanding in the continued sentence. She answered the question with "I said sorry, I am late" which is no relevant to the questions that the researcher asked. But, according to the syntax pattern, the sentence is correct. The way she pronounced the sentences is well. She pronounced the word "**said**" clearly like /sEd/ according to the phonetic spelling. She also could say the /r/ sound perfectly in the word "sorry". And then the word late also pronounced like / let /. She is good in English pronunciation.

Extract 3:

Researcher: ok number 3. What would you say if your friends fell of the bike? If you have a bike and then your friends falling down, what would you say?



Fayyaza: *ouhh, does it hurt?*

Researcher: *does it hurt? You going to say that? Oh my god Fayyaza : I have a friend on my complex house*

Based on the extract above, the sentence of "**does it hurt?**" is correct according to the syntax pattern. "**Does**" is the auxiliary verb that refer to the third singular person, and in this case the word "**it**" is the third singular. "**Does**" was placed in the first sentence because this sentence is a kind of a question. Another sentence is "**I have a friend on my complex house**", which is almost correct. There is one mistake she did, that is the use of preposition "**on**" which is supposed to be replaced by preposition "**in**". there is also a noun phrase on that sentence i.e., complex house. In these sentences, she misspronounced the word "**hurt**" miss. She pronounced it like /hʌrt/ but it was supposed to be pronounced /hɜrt/. This mistake is common for Indonesian because the letter "U" is usually pronounced like /a/ sound example the word "but" is pronounced /bʌt;/.

Extract 4:

Researcher: *what do you usually do on Sunday?*

Fayyaza: *uhmm, just do some random things heheheh*

In the extract above, Fayyaza used the phrase "**uhmm**" to start the answer. This phrase is usually used for a pause time for thinking to continue the sentence. The sentence of "**just do some random things**" is little bit incorrect. To make the sentence correct, she has to add "**subject**" before the word "**just**". This is also a common mistake that all ages do in informal situation. The reason she didn't put the subject is because she knew that the question was referred to herself. She also put "s" behind the word, which means that she always did more than one activity as it was called a plural noun. In pronunciation, she really did well. In pronouncing, the word "**just**" was pronounced correctly. She pronounced it like /dʒʌst/ according to the phonetic respelling. Every phoneme in that sentences is pronounced clearly. And she also able to pronounced the /r/ sound in the word of "**random**". In age of 6, it would be hard to say the /r/ perfectly.

Extract 5:

Researcher: *what does your mother always say when you go to school?*

Fayyaza: *uhmm, what again I forgot. Uhmm, bye. Tell me if kenzy bullied you.*

Uhmm wait no that. I forgot every time.

The sentence of "**tell me if Kenzy bullied**" is correct according to the syntax

pattern. This clause is commonly used in daily life conversation. This clause is called "**if clause**". If clause as suggestion is used when giving advice about an action to be taken if you want something to happen. The sentence is getting complete with the subject (kenzy), verb (bullied) and object (me). This is the characteristics of simple sentence. The second sentence is "**I forgot every time**" is also correct. This is simple sentence that has subject and verb. The "**I**" is subject followed by "forgot" as the verb and has adverb of frequency (every time). In phonology analysis, the word "**tell**" is pronounced so well. She pronounced the phoneme /t/ clearly and other phonemes in that word such as /ε/ and /l/. In the word of "bullied", she stressed the word in letter in phoneme /b/. and she also can pronounced the phoneme /ʊ/, which is different with phoneme /u/ in common words that exist in English.

Extract 6:

Owen: *miss, everytime jeep have a homework, jeep almost never do it*

Jeep: *I forgot how to do it*

Based on data above, Owen did one mistake. The word of "**have**" in the sentence of "**jeep have a homework**" is false. Jeep is the subject of third singular person in which the verb must be changed into a new form. In this case the verb "**have**" must be changed into "**has**". So, the correct sentence is "**jeep has a homework**". In the second clause, "**jeep almost never do it**" is correct, this clause is dependent clause. A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. This clause has subject and verb. The way he pronounced the sentence is good. He could pronounce the /r/ sound in the word of "**every**" and "**homework**" is clear. He was also able to pronounce the 2 syllables in the word of "**homework**", which is / 'həʊm,wɜ:k /. But he mispronounced the phoneme /ɜ/ into /o/ sound. This is a common thing in Indonesia, because much words use phoneme /o/ instead of /ɜ/.

Extract 7:

Owen: ***I did the homework again***

Teacher: *you have finished this one, jeep I have to check it first and then Owen*

Based on the data above, the sentence of "**I did the homework again**" is simple sentence or independent clause. There is subject "**I**" and verb "**did**". This sentence is past tense. The formula of past tense is S+V2+O/C. "**Did**" is the past tense of do. An example of "**did**" is a person having done something; I did it. The addition of the word "**again**" at the end of the sentence is an emphasis that he succeeded in doing his homework like the previous day. The way he pronounced the word of "**again**" is good.

He put the stress sound in the phenome /g/. he also pronounces the /ə/ in / ə'g:n/ clearly

Extract 8:

Researcher: *ok number two. What would you say when your friends got 1st in your class? I mean the 1st rank in your class*

Owen: ***ahh I say that hey you are so good in that lesson***

Based on data above, there is a missing vocabulary. He supposed to add the word "**will**" between the the word "**I**" and "**say**". Because that sentence is supposed to be simple future tense. Simple future tense is a tense that is used to express something that will be done in the future or in the future. The next sentence is "**you are so good in that lesson**" is correct. That sentence a nominal sentence, a linguistic term that refers to a nonverbal sentence. As a nominal sentence does not have a verbal predicate, it may contain a nominal predicate, an adjectival predicate, in semiotic languages also an adverbial predicate or even a prepositional predicate. there is a subject "**I**" followed by "**are**" then followed by an adverb "**good**". According to the syntax pattern, the nominal sentence pattern is S+ are + Adjective. The way he pronounced the sentence is clear. The word "**are**" was pronounced so clear. He could say the /r/ sound clearly in the word of "**are**". In the word of "**lesson**" is also pronounce clearly. He could sound all the phonemes / 'ləsən / clearly.

Extract 9:

Researcher: *what would you say if your friends fell of the bike?*

Owen: ***are you okay?, let me help you***

Based on the data above, Owen answered the question with no hesitation. He used nominal sentence in interrogative form. The sentence of "**are you okay**" is correct. The formula of this sentence is "are + Subject + adjective" The used of "**are**" in the first sentence is rule of sentence that signed the interrogative form and also the subject "**you**" is the subject of "**are**". The word of "**okay**" is the adjective, it means that okay can express agreement, change the topic, check for understanding, and verify that things are all right. The way he pronounced the sentence of "**are you okay?**" is clear. He able to say the word okay in a proper way. He pronounced all phonemes /ə'ke/ clearly.

Extract 10:

Researcher : *number five, what does your mother always say when you go to school?*

Owen : *have a nice day and a good day*

Based on data above, have a good day and a good day are the clause that are most often used when greeting people. that sentence is imperative, this expression is used to make a strong exclamation. We can use it when we are, excited, or any other strong emotion or feeling. This is just a different way of saying a short exclamation of "I hope you have a nice day" We can also make exclamations with just a noun phrase. This sentence can sometimes only be understood by people who know the situation. The way he pronounced the sentence is clear. He pronounces the word have / həv/ is correct. He also pronounced the word "nice" / naɪs / and "day" / deɪ / clearly.

Extract 11:

Researcher: *so you have to give it back to your mom?*

Owen: *yah, sometimes **I give my mom, but the money some my money.***

Based on the data above, the sentence is incorrect. This sentence is the type of complex sentence. Complex sentences contain an independent clause and at least one dependent clause. The first clause "**I give my mom**" is incorrect. The formula of the sentence is Subject (S)+ Verb (V) + Object (O). based on the sentence the word of "**give**" is transitive verb. transitive verb is a verb that requires an object to receive the action. There is no word that represent the object in the sentence of "**I give my mom**". justify the sentence, it is necessary to add an object. So, the correct sentence is "**I give my mom the money**". In this sentence "**the money**" is object. The second clause is "**but the money some my money**". This is a dependent clause that has Subject (S) and Predicate (P) but cannot be stand as a sentence. The Word "**but**" is a coordinating conjunction that connects independent clauses and dependent clauses to form a complex sentence, which is "**the money some my money**". This sentence has no meaning that cannot be understood by the other person. A phrase can be meaningful if there is a subject (S), a predicate (P) and an object (O). In this sentence there is no predicate, only object. To justify the sentence, it is necessary to add a predicate between S and P. The subject "**the money**" can be changed to "**them**", the predicate used is "**are**" which is the "**be verb**" from the subject "**them**", then the object "**the money**" can be replaced with the word "**mine**". Mine is a possessive pronoun, being a possessive form of I. The way he pronounced the word is clear. He could pronounce all the phoneme / 'mʌn i/ clearly. He put stressed the word in the first phoneme of the word. He also can pronounce the 2 syllables of the word "sometimes/ 'sʌm.tʌm.z /"clearly. The phoneme /z/ is also pronounce in a good way.

Extract 12:

Researcher: *where is jeep and owen?*

Rainhart: *they are praying the Christian behind that part*

Based on data above, this sentence is present continuous tense. Present continuous tense is a form of tense that is used to express that an action is taking place for a certain time at the present time. The Positive form is Subject + be (am/is/are) + verb (-ing)+ adverb. The word of "**they**" is subject, followed by "**are**" is the be verb, followed by "**praying**" as the Verb+ing and the word is "**the Christian**" as the object, followed by "**behind that part**" as the adverb of place. He could pronounce the phoneme /r/ in /ɑːr/, /preɪ/, /kristʃən/ and /part/.

Extract 13:

Jeep: *if there some way*

Rainhart: *Jeep, **your alien stories are not true***

Based on the data above, the sentence of "**your alien stories are not true**" is correct. The sentence is simple sentence in nominal form that has Subject and Predicate. The formula of this sentence is "subject (S) + To be + Adjective. The phrase of "**your alien stories**" is the noun phrase that became the subject (S) of this sentence. The word "**are**" is the be verb of the Subject (S). The word "not" serves to change a word or sentence to be negative. The last word is "**true**" which is the adjective of the sentence. The way he pronounced the sentence is clear. He could pronounce the "alien /'eɪ li ən". children aged 6 tend to pronounced the phoneme /ei/ to be /a/ in the word of alien.

Extract 14:

Researcher: *what would you say if your friend got 1st in your class ?*

Rainhart: ***I'll just say good job.***

Based on data above. The sentence of "**I'll just say good job**" is correct. The word of "**I'll**" is stand for "**I will**", which is "**I**" is the subject and "**will**" is the verb. We normally use "**will**" to speak about the future. It is always combined with another verb. "**Just**" is a common adverb in English, especially in speaking. The word "**say**" is the verb. And "**good job**" is the noun. The way he pronounced the phrase of "**I'll**" is clear. As the listener, the researcher clearly heard the phrase "**I'll**".

Extract 15:

Owen: *just like you say good job do again , you can make like that*

Rainhart: ***can you repeat the question?***

Based on data above, the sentence is simple sentence. the formula of the sentence is Subject (S) + Verb (V) + Object. The word "**can**" is the modal auxiliary. The

placement of the capital "**can**" at the beginning of a sentence is a feature of interrogative sentences. The second word is "**you**" as the subject. Followed by the word of "**repeat**" as the verb. The last phrase is "the question" which is the object of this sentence. He pronounced the whole words in the sentence in a clear way. The word "**can**" is sound good. He could pronounce the phoneme /æ/ in /kæn;/ so well. In the word "**repeat**", he able to put the stress in the second syllable.

Extract 16:

Researcher: *can you ride the bike ?*

Rainhart: ***I don't use bike here***

Based on data above, the sentence of "***I don't use bike here***" is correct. The sentence is kind of the independent clause. the formula of the sentence is Subject + auxiliary verb+ not + verb + object. The word "**I**" is the subject (S), followed by Auxiliary verb + not "don't" (contraction of *do not*), followed by the word "**use**" as the verb, followed by "**bike**" as the object, and the last is "**here**" as the adverb of the sentence. the way he pronounced the whole word is clear. The phrase "**don't**" is pronounce good. He sounds the phoneme /ʊ/in the word of "**don't**" is correct. He also good in sounding the phoneme /ɪə/ in the word of "here".

Extract 17:

Rainhart: *I don't use bike here*

Jeep: *I also have bike but , **I also have a bike but I don't use it***

Based on the data above, the sentence is correct. There are two clauses in that sentence. The first clause is "***I also have a bike***", the second clause is "***but I don't use it***". both clauses have the same formula. The formula of the sentence is Subject (S) + Verb (V) + Object (O). the clauses connected with the word "**but**". The word "**but**" is a Coordinator Junction which serves to connect two clauses. The way he pronounced all words is clear. He able to pronounce the two syllables in the word "also /'ɔl soʊ /". In the word "bike" he able to pronounce the word clearly.

Extract 18:

Researcher: *Number 1, what do usually do and say to your parents when you want to go to school?*

Jeep: *ahh, obviously my. No..... **every time I go to my vehicle, I wave to me to my mom and say bye***

Based on data above, the sentence of "***every time I go to my vehicle***" is correct. The word "**every time**" is the adverb. This adverb is telling us how often express the

frequency of an action. It's usually placed before the main verb. and the sentence of "**I go to my vehicle**" is standing for Subject (I), Go to (Verb), and object (my vehicle). The seconds sentence is "**I wave to me to my mom and say bye**" is also correct. That sentence stands for subject (I), verb (wave to), Object (my mom). The way he pronounces the sentence is clear.

Extract 19:

Owen: *to your dad?*

Jeep: *my, my dad is , is currently working in another place*

Based on data above, the sentence of "**my dad is currently working in another place**" is correct. This sentence is simple present continuous tense. The present continuous tense is a form of tense that is used to express an action that is taking place at a certain time at the present time. The formula of the sentence is Subject + to be (am/is/are) + verb (-ing) + o/c. the subject "**I**" is followed by to be "**is**", followed by the word of "**currently**" which is the adverb, followed by "**working**" as the *verb (-ing)*, the last is "**in another place**" is the adverb of time. The way he pronounces the sentence is clear.

Extract 20:

Researcher: *number 3, do you have a bike?*

Jeep: *uhmmm, I used to have, I used to.....*

Based on data above, the main sentence of "**I used to have**" is correct. The pattern of the sentence is *Subject + used + to infinitive*. The word "**I**" is subject, followed by "**used to**", and followed by "**have**" as the infinitive verb. "**Used to**" is used to express an activity or event in the future or a past truth that has never been done at this time. The way he pronounces the word is clear. But in several time, he used to repeat the sentences and the words frequently. In data above, he repeats the clause of "**I used to**" 2 times.

DISCUSSION

Children aged 6 will acquire more words and begin to comprehend how the sounds in language work together during their early school years. As they learn to put words together in different ways and construct new sorts of sentences, the children will become a better storyteller. These abilities also allow children to convey their thoughts and opinions.

Especially in Reinhart Jeep (subject 4), there are some interesting things when saying a sentence. In the findings section, the 5 extracts above show the repetition of words and sentences when speaking, both during observation and in the interview section. This shows the symptoms of autism. Autism is a neurodevelopmental disorder

that can affect a child's ability to communicate, socially interact, and behave. In general, symptoms of autism are detected at an early age of child development before reaching three years and are divided into 2 main categories. First category. There are social interaction and communication disorders which include problems with sensitivity to the social environment and impaired use of verbal and non-verbal language. The second category. Includes limited and repetitive patterns of thought, interest, and behavior. According to Miss Sri, a grade 1 teacher, Reinhart Jeep was diagnosed by a doctor as having autism at the age of three. With the therapy he had, his autism was much less than before. However, the autism suffered by the jeep did not affect the ability to speak, both in making sentences and pronouncing them. This can be seen from the extract that has been analyzed, the sentences that are spoken, have the correct structure and clear pronunciation.

Children aged 6 tend to use simple sentence in communication. It shows from data above. A simple sentence is a sentence that only consists of a subject and a predicate. A simple sentence is a sentence whose structure is the basis of the sentence structure of a language. The sentence is characterized by the suitability of the form of meaning, function, simplicity of the elements, and the position or order of the elements. According to the suitability of the form of meaning, simple sentences have a complete or complete form. The first condition of a simple sentence structure is a complete form, in other words, a simple sentence is a complete sentence. Completeness of simple sentence form is minimal completeness. That is, if the elements of the sentence are omitted, then the sentence is no longer a simple sentence. simple sentence is easy to make for children and all ages.

Three out of four children who are the subjects of this study are those whose English is their first language. The use of English since infancy is one of the success factors for children in producing language, especially in the phonological aspect. Phonological acquisition in children is part of the acquisition of a complete mother tongue. There are several theories that explain the acquisition of children's language phonology. One of them is the universal structure theory developed by Jakobson that distinguishes two separate periods in the acquisition and development of phonology, namely the period of ignoring (waging) and the acquisition of pure language. Jakobson tried to observe the baby's sounding at the babbling stage and he managed to find that a normal baby can emit sounds with vocalizations both vowel and consonant. Jakobson concluded that there are two stages in phonological acquisition, namely (1) the stage of pre-labeling and (2) the acquisition of pure language (Dardjowidjojo, 2015).

The opening phase occurs since a baby is five or six months old and will stop at around 12-18 months of age called pure language acquisition. At the stage of acquiring pure language, the child should be able to say a few easy sounds like consonants m, p, s, k and vowels a, i, u, e. There will be more letters he will master as



you get older. Agreeing with this, at around six months of age a child can issue consonant or vocal sounds (Indah, 2017).

One out of four children who are the subject of this study is Indonesian, which is the first language acquired as a baby. The subject is Nicholas Owen Tanuwijaya. There are several pronunciation errors when speaking, the word "learn", he pronounces /lin/ and the word "ask" he pronounced with the sound /aks/. The error is realized by the influence of the Indonesian dialect it has. There are some factors that may affect the students' pronunciation when they put efforts in learning the target language.

In fact, for the student who acquired the Indonesian language firstly, it is obvious they have certain accents when they speak English and the accents could easily point out from which ethnic he come from. As Crystal states that an accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially. Each of dialect shares certain languages that has its own way to be uttered that differs from one language to other. Thus, each of language, especially the local language has its own stress, intonation, and speech sounds which are unique and primarily recognized as the identity of the language (O'Connor, 2016).

CONCLUSION

This research investigates language production ability of children aged 6. This study focuses on syntax and phonology studies in producing the language of children in Institute of Play International School Makassar. Based on the results of this research, it can be concluded that children who became the subjects in this study have language ability on par with adolescents in general in producing sentence and utterances and sometimes difficulty in understanding a meaning of sentence spoken by someone. Rainhart Jeep one of the children that became the subject of this research had been diagnosed by a doctor as having autism. However, this does not affect his ability in producing language. Children at the age of 6, their language ability developed normally. They able to use their language to communicate with people around them. They didn't have difficulty to use conversational skills in communication.

The researchers expect that this study will be valuable to future linguists, particularly those interested in the formation of language in children and the mixing of languages in children. The author recommends doing more research. that other researchers can conduct more in-depth studies with a larger number of participants and collect more data in order to obtain greater outcomes Furthermore, in addition, the author also suggest that other researchers add participants who not only use Indonesia, but also English.



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